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ABSTRACT

Re:Learning, a major national effort to redesign the total school system, is grounded in the belief that school renewal efforts must focus on schooling's primary purpose--to help all students learn to use their minds well. In July and August 1989, 13 focus groups were convened in Colorado for the Education Commission of the States' Re:Learning effort. The focus groups, comprised of 3 to 12 people from various interest groups living in the Denver area, met to discuss: (1) how people react to terms used in Re:Learning and other school reform efforts; (2) barriers to effective learning and improved education for children; (3) how and by whom these barriers can be overcome; and (4) how responsible parties might be motivated to improve education. Aside from the findings described in this report for each topic, three important perspectives permeated the discussions: each group felt somewhat isolated or even excluded from the education loop; each group felt a sense of powerlessness; and the groups did not clearly see how their possible actions fit together with those of others. The focus group led to three major conclusions: educational change cannot occur without widespread cooperation; extensive and effective communications are essential; and the group process is a valuable way to inform people about Re:Learning. Three appendices explain Re:Learning, detail focus group activities, and list participants. (MLH)

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FOCUSING ON RE:LEARNING

Polly Baca

Beverly Anderson

Arleen Arnsperger

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Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80295

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FOCUSING ON RE:LEARNING

In July and August 1989, 13 focus groups were convened in Colorado for the Education Commission of the States' Re:Learning effort¹. They looked at:

- How various groups of people react to terms used in Re:Learning and other school reform efforts
- What members of these groups see as barriers to effective active learning and improved education for children
- How members of these groups think these barriers can be overcome and who they believe should take responsibility for overcoming them
- Whom members of these groups think could motivate them to become involved in Re:Learning or other school reform efforts to improve education for children.

The 13 focus groups consisted of three to 12 people from each of the following special interests (listed in order of time convened): business, Hispanics, African Americans, school board members, school administrators, teachers, Native Americans, small-town and rural citizens, students, state legislators, gubernatorial-legislative-education organization staff, parents and media. Participants were from the metropolitan Denver, Colorado, area with the exception of the small town/rural group that consisted of participants from the Fort Morgan, Colorado, community. Each group met for one hour with a group leader familiar with Re:Learning. The list of questions discussed and the list of participants for each group are included in Appendices B and C respectively.

REACTION TO TERMS

To better understand how people from different backgrounds interpret terms used in Re:Learning and other school reform efforts, the participants in each of the focus groups were asked to respond to the following terms:

- Student-as-worker and teacher-as-coach
- So students can learn to use their minds well
- At-risk youth
- System change
- Shared responsibility in learning
- Re:Learning

It was interesting that the participants in all of the focus groups had a positive reaction to the term "shared responsibility" and a negative reaction to the term "at-risk youth." Their reactions were not as uniform on the other four terms. Participants in all but two of the

¹ Re:Learning is a strategy to change policies, philosophies and practices at points throughout the education system from schoolhouse to statehouse so all students learn to use their minds well. Appendix A provides more detail¹.

groups generally had positive reactions to the phrase "so students can learn to use their minds well." However, both the black and student groups had strong negative reactions to this phrase.

On the other hand, participants in all but three of the groups generally had negative reactions to the term "system change," although a school board member, state legislator and parent had positive reactions. Participants in almost all of the groups split opinions on the terms "student-as-worker and teacher-as-coach" and "Re:Learning." Almost every group had participants who had positive reactions to these terms and participants who had negative reactions.

Student-as-Worker and Teacher-as-Coach

Positive reactions to this phrase included the following comments: teacher as facilitator instead of a single expert; student actively engaged in the learning process instead of passive; teacher is assisting in learning; a team process; student is applying what he/she is learning; student accepts responsibility; learning is child centered; coach is more nurturing and helpful; students teaching students; coaching provides consistent and regular feedback; teacher is more engaged in mentoring relationship; contract between student and coach with rewards; individualized, student focus instead of teacher focus; efficient way to do things; interactive process; two-way street.

Although there were many positive responses to the phrase "student-as-worker and teacher-as-coach," at least one person in each group had a negative reaction to either the term "worker" or the term "coach" or both. A teacher objected to this phrase on the basis that a teacher also is working and learning. A small town/rural participant cautioned that the phrase could be negative if it meant concentrating on the job instead of on learning. A student interpreted the phrase as suggesting rigid roles and questioned whether or not the roles ought to be reversed at times. Some of the parents thought that the phrase suggested dictatorship, could set up a "we/they" syndrome and ignored the role of parents. And some legislators saw the phrase as too simplistic or managed and structured.

A school board member, Native American and staff participant all felt strongly about replacing the term "worker" with "team" or "learner." Other staff participants believed that the teacher also should be a worker and that "worker" sounds like an assembly line. A media person suggested that "worker" is not a very humanistic term.

The media representative also saw "coach" as a confining sports term. A school administrator suggested that some teachers might resist "teacher-as-coach," and a teacher confirmed this by noting that coaching of athletics is not democratic, but very authoritarian.

So Students Can Learn To Use Their Minds Well

Participants in all but two of the groups had positive reactions to this phrase, describing it as: the end product of education, applying knowledge to new situations, higher-level thinking skills vs. rote-learning skills, engaged in critical thinking, problem solving, learning to learn, ongoing process, practical learning for life skills, stimulated and

challenged, kids have different ways of learning, fostering creativity, high expectations and high potential.

On the other hand, the students questioned what "well" meant, saying "well" for one is not "well" for another. The black participants felt strongly that this is a problem phrase, noting that kids already are using their minds. They suggested that "develop" or "enhance" might be better terms.

At-Risk Youth

Participants in all of the groups agreed that the phrase "at-risk youth" has negative connotations which include: potential dropouts, unmotivated, disenfranchised students, someone else's problem, dysfunctional families, students who are cultural or linguistic minorities, a community problem, kids with special needs that are not addressed, major problem facing education today but inadequately addressed, disadvantaged students, minorities, poor people, children who have problems adjusting to structured schools, slipping through the cracks, those who are geared to fail.

Several of the participants in different groups warned about the dangers of labeling or pre-judging youth, noting that stereotyping impedes the educational process. Some school board members, school administrators, teachers, staff and parents said that all kids are "at risk" at some point. But a Native American said this was an Anglo term that did not apply to Native Americans.

System Change

Participants in almost all of the groups noted that the phrase "system change" has negative connotations which suggest a huge undertaking that will meet some resistance because "a lot of those in the system have done very well in it"; it will "upset the apple cart"; it implies a change that will be "forced down teachers' throats" or cause "financial disaster." However, a school board member, a state legislator and a parent related "system change" to site-based management with a positive impact. A school administrator cautioned that a distinction needs to be made between school reform (doing some things better) and system change (design changes).

Shared Responsibility in Learning

The universal response to "shared responsibility" was that "all of us," as one parent said, are responsible for the improvement of education -- parents, community, administrators, teachers and students. A school board member observed that "learning goes beyond the classroom." A school administrator noted that it "doesn't stop at the schoolhouse door." Native Americans argued that community leaders and industry leaders should both assume some responsibility and that there must be "shared vision between schools, parents and the Native American community." A state legislator believed that both business and organized labor ought to be involved and a teacher felt that all should share responsibility for high-risk students.

Re:Learning

There were two distinct messages communicated by the term "Re:Learning" -- one negative and one positive. On the negative side, the message was: remedial or not sure what it means (school board members), business now spending millions reteaching what people should learn in high school (teacher), too much attention to basic training and credentials (small town/rural), back to basics (student), guaranteed graduates (legislator), spending the first few months redoing and reviewing what happened last year (staff), learning over (parent), didn't comprehend the first time -- do it over again (media). A media person emphasized that the term is confusing and "doesn't make much sense when you hear it ... doesn't get the message across to me."

Native Americans noted that the schools do not validate the experience of Indian people and that "America has to do some relearning about American Indians." A school administrator said that "we all will have to do relearning to keep up with changes in society, including services and technology."

The positive messages communicated by "Re:Learning" were: life-long learning or everything regarding learning (school board members, parents and staff), flexibility and open-mindedness (school administrator), evolutionary process (teacher), rethinking, adults who have graduated still need to learn (small town/rural), relearning at deeper level of understanding (student), purpose of education and it can be fun (legislators).

BARRIERS TO ACTIVE LEARNING

There was consistent support throughout the 13 groups for an increased percentage of classroom time devoted to effective active learning. The general understanding was that this type of learning meant non-lecture, hands-on activities where students could learn from one another.

Tradition was the most common barrier to effective active learning identified by most of the focus groups, including business participants, school board members, school administrators, teachers, small town/rural participants, students, staff and media participants. A business participant called it a "traditional culture that doesn't promote moving to the front of the boat," a culture that says that "the teacher is always right." School board members said traditional schools are hard to change, and a school administrator pointed out that "people are slow to change" and the "system is not set up to make changes." Another school administrator, a teacher and a rural participant pointed out that "we teach the way we are taught," parents and teachers all experienced the same "traditional system." And a media person lamented that Americans are "too tied to our grandparents' era."

Other than tradition, there was a significant difference in the barriers to effective active learning identified by the different focus groups. A business participant saw "high expectations" as a barrier while a black participant identified "low expectations" as the barrier. Blacks, Native Americans and Hispanics identified racism or stereotyping as a barrier.

The business participants listed the following additional barriers: no appropriate role models, teachers' fear of losing discipline, lack of student self-esteem, lack of learning values, drugs, size of classrooms and distance. Blacks identified additional barriers as: early messages students get from tracking, biased tests, teaching to a test, attitudes, self-centered instructors, lack of society's commitment to educating all kids -- "keep some stupid" -- and policy makers not relating to developing kids as whole people. Hispanics saw additional barriers as: overcrowded curriculum, legal constraints in the form of lawsuits against the education system, restrictions from school board members, parents who hold the schools in "awe," lack of resources, teaching degree requirements, teacher training and preparation, old facilities, lack of incentives and the grading system.

Additional barriers identified by school board members included: not enough time, school set up for rote learning, limited in-service training for teachers, a lot more work required on teachers' parts and pressure from society has become mundane. School administrators added the following barriers: modeling is not being done -- school boards and superintendents have to provide models for decision making -- the fear of failure is immobilizing and the present structure has the appearance of serving some students whose families are empowered in the system. Teachers saw barriers as: fear on the part of teachers to bring up testing scores, questions about how one measures active learning, teachers threatened by lack of control, lack of teacher preparation for change, lack of resources, high noise levels and the difficulty of selling this concept to parents and students. One teacher noted that, "In college, I never had a professor who mirrored good pedagogical techniques."

In discussing barriers to active learning, the Native American participants pointed out that the curriculum must be reformed to teach the truth about American history and how America was founded. But, as one said, "you can't do curriculum reform with one hour of planning time or two weeks in the summer." They argued that Indian kids fail to learn in schools because they have no role models and no agenda to include Indians in the curriculum because they lack power. Indian kids feel "what's the use of getting an education when I can't get a job" because they see Native Americans applying for professional positions "at the bottom of the pile." They noted that it was unusual for Native Americans to be hired for high-paying jobs.

The small town/rural participants said barriers to active learning were: apathy, limited budget, schools operating as a factory system and the state legislature only focusing on a change in the process instead of saying, "Here's the level we want students to perform at; you figure out how to do it." Barriers identified by students included: lack of money and committed teachers, suppressing curiosity, making everyone average and special difficulties on commuter campuses. State legislators felt barriers included: media difficulties, not being able to teach well, test scores indicating that the schools are not working for minorities and only 50% of the kids having their needs met by the schools. One legislator commented on a student newspaper being censored by the principal and argued that the "values of democracy need to be passed on" because "democracy is at risk." The gubernatorial, legislative and education organization staff participants saw such barriers as: fear of change, risk that what works in one place may not work in another, people not caring "as long as test scores are okay and taxes don't go up" and parents reacting but not getting involved.

Parents listed the following as barriers: teacher creativity being stifled, everyone feeling defensive because of fear of lawsuits and social pressures; teachers trained to teach subjects and not kids; too many students and too little time; parents placing too much emphasis on grades instead of learning; businesses not supporting parents and modeling the importance of education; parents being intimidated by school personnel; and school districts saying, "Don't question our judgments, we know what's best for your kid . . . if you question it, you are disloyal." The media participants said that the barriers to change included: the "perception that you can't fight city hall"; parents who are not interested and "don't care what is going on the schools"; teachers who are not creative; and school bureaucracies that keep dampening enthusiasm.

SOLUTIONS

Each of the focus groups spent considerable time discussing how the barriers identified could be overcome and what different individuals or groups could do to remove the barriers.

The business participants suggested that they could help by serving as mentors and role models to provide more relevance for what the kids are learning in school. They also suggested that business could help by providing exchange programs, letting kids shadow business people, sharing their expertise on restructuring and supporting parents who are their employees by allowing time off from work for school-related needs. Other groups that the business participants suggested could help were state legislators who "ought to provide more revenues for education," teachers who need to see themselves as facilitators and have site-based management and the media that needs to be better utilized. They suggested that a media person be recruited to initiate a concerted media campaign to market education with slogans, bumper stickers, rock stars on TV, magazine articles, articles in the Wall Street Journal and more TV programs highlighting youth success stories like the program "Keys to Success." Media personalities also could help by focusing on academics as much as sports, illustrating education as "glamorous" or "sexy," raising consciousness about educational needs in the year 2000 and highlighting the personal satisfaction received from education and literature.

The business participants further suggested that a "year-round" education program with more minority role models is needed.

Hispanics felt they could each help overcome the barriers by becoming more involved in education at all levels by attending school board meetings, recruiting Hispanic candidates for the school board and encouraging more Hispanics to become teachers. They suggested that the federal government "put more money into education and quit building bombs"; that principals open school libraries, cafeterias and classrooms to parents, and use parents as volunteers in the schools up to 20 hours per week; and that collaboration be increased between private industry and university deans of education. In addition, they suggested that the media establish education as a priority across the country; balance the number of reporters covering education with coverage in other areas like city hall, the legislature and police activities; build on the United Negro College Fund theme that "the mind is a terrible thing to waste"; highlight positive stories about youth instead of the dropout and suicide rates; ask the producers and writers of sit-coms or soap operas to focus on school reform as part of their storyline in one week of episodes; and appeal to self-interest by showing

how taxes will be higher in 1995 if education is not improved, but will be lower with improvements in education.

Hispanics also saw a need to make better use of cable companies, learn from the success of military recruiting manuals to reach youth at the lower levels and encourage organizations to incorporate school reform ideas in their pamphlets.

To overcome barriers, the **black** participants suggested that everyone begin to "build trust with each other" and "develop respect for one another despite class status." They pointed out that the schools need to deal with the issue of self-esteem and understand that many are on a "fragile" level. Students should be asked for their input and ought to be exposed to different things. Ways need to be devised for the "problem makers" to be seen as "problem solvers." An environment that encourages learning needs to be developed along with curriculum that meets individual student needs. Emphasis should be placed on parents visiting schools. Perhaps parents should be asked to sign a pact with the school or teacher. Other suggestions were that education policy makers, specifically superintendents, stop demanding tests as the only tool to assess student progress. Additional ideas included team teaching, using guest lecturers as role models and utilizing business expertise on how to motivate.

The school board members recognized that they need to exercise leadership to look at change to overcome the barriers identified, separate "what is important from what is not" and motivate community people to "adopt shared goals." They agreed that they need to look at "broad goals" and not "personal agendas" and develop clear goals and then "let teachers do their thing . . . give them a say in their future . . . encourage creativity but be specific about what they want to accomplish." Individual school board members need to "model behavior" and treat people before them with respect. It was pointed out that school boards "need to take risks" because of the "challenging times" and that the primary challenge is "for us to use our own heads."

School boards also need to support community forums with lively discussions, involve racial minorities in a meaningful way, create an environment where teachers can take risks, ask questions to which they don't know the answers, allow principals to take leadership in cutting their own budgets and "when things go wrong, work with their people to go beyond their mistakes." Partnerships need to be established to facilitate change and successes need to be celebrated. As one school board member said, "Being a school board member is like playing golf: it's a struggle, but every now and then one success makes you keep going!" Finally, the school board members pointed out that "our education President and legislature need to provide more support." The federal government and state legislature need to say, "What can we do to help support you?" State legislatures need to amend school finance acts to provide new money for new activities. The business community needs to "tie into the schools," and the general community, including churches, needs to become more involved and honor kids for "intellectual activity" like the Vietnamese community has done.

In order to overcome barriers, "risk needs to be more than tolerated; it has to be encouraged," according to the school administrators. Additional suggestions to overcome barriers included: getting rid of bells, throwing away schedules, abolishing tracking in departments, abolishing grading and modifying Carnegie units, looking at how student progress is evaluated, abolishing testing except as a measure of growth, instituting site-

based management, raising aspiration levels, supporting reforms one school or classroom at a time, encouraging teachers to become mentors for students and having students provide services to both the school and community for credit. One administrator said, "I would like to interact with the staff and students differently by restructuring our own time and really make an impact." An administrator also pointed out that a reform bill "can be powerful because it empowers parents, but [real] change doesn't come from mandates."

The teachers urged smaller classes, fewer kids in each classroom and peer coaching to help overcome barriers. They noted that teachers need to educate the community, parents and business about active learning and "share with one another" more than they do. For example, high school and elementary teachers should get together to change expectations. In addition, parents need to be more involved and the community needs to "demand" active learning. It was suggested that an "independent learning center" be set up where parents tutor kids. They noted that "there are parents willing to help, but they have to have training." Business can help by "offering opportunities to kids like scholarships and jobs upon graduation." There was concern expressed that business may "want to control and focus on training instead of education" and that "partnership can go too far." It was pointed out that the two systems "have to understand one another" and that some parents and business people on school improvement teams don't understand how public education functions.

The Native Americans said that values must be a part of active learning. To overcome barriers, education needs to implement the proper sequence of courses, develop good teachers, give parents practical "moccasins" on how to deal with schools, engage families to get kids engaged in the education process and educate and make teachers more aware of contemporary Indians.

"You have to have the freedom to make mistakes" to overcome barriers, noted a small town/rural participant. "You have to provide teachers with the right atmosphere for them to take risks and make mistakes." Public schools need "more flexible time and decision making at the lowest level." The participants felt they needed to become more politically active, attend school board meetings, find out what's going on in the schools and get involved. Business and chambers of commerce need to "plug into the schools as a resource." State legislators need to listen more to people outside of metropolitan communities and legislatures need to provide more money for education.

Students said that encouragement to overcome barriers to active learning starts with teachers and administrators. "If the teachers won't take the initiative then the students must push . . . but it would take a big group of motivated students . . . how would students in high school even know where to begin?" They observed that "parents can encourage active learning, but they don't . . . they're not involved . . . they send their kids to private schools rather than change the public schools." Suggestions to overcome barriers included: start motivating teachers at the kindergarten level, empower teachers by giving them more independence, change the teaching of teachers and emphasize the need to care, implement performance raises and start teacher's pay at \$80,000, initiate classes for teachers and administrators on culture and community, increase funds for programs, bring business people to the classroom to lecture on real-world situations and provide greater motivation for 13- and 14-year-olds. Magnet schools were considered a "good start" by the students. Finally, they emphasized that education must be made more valuable by giving

teachers more prestige and higher salaries and by impressing on adolescents the "value of learning."

The state legislators suggested that to help overcome barriers to active learning, they need to become "better educated about education, less parochial, more statesman-like in approaching education, more sympathetic and less trivial." They argued that legislators ought not to get involved too much in the daily activities of education, but that schools could involve them more as guest lecturers or in teaching specific classes. They agreed that legislators need to "learn by doing" and ought to visit the public schools more. It also was noted that the legislature often mixes up education and politics. As policy makers, they need to be able to evaluate the information they get in the media, statistical data and state financial aid to schools. They need to be able "to tell constituents what they are getting for their money." The legislators lamented that they get "biased information from teachers," but little information from administrators. The information they get from the teachers' and administrators' organizations and legislative councils is not coalesced. They suggested that "coalition building" needs to take place among educators.

Basically, to remove barriers, legislators said they need specific information on what works -- "Tell me what laws stand in the way!" They need "non-biased, research-based information" and less philosophical or ideological advice. They also need to know "what the universities are saying and doing." To help overcome barriers, they suggested that schools need to start in preschool helping parents and that they need to find that special kind of teacher to help restructure the curriculum and determine what measurements are going to be used for creative thinking.

In discussing how to overcome barriers to active learning, the gubernatorial, legislative and education organization staff asked: Does the state have a responsibility to make sure things are happening in the schools and does it have to require minimums? It was agreed that the political reality is that the state does have to set minimum competencies but that some freedom can be allowed for meeting them. The staff participants agreed with other participants that there has to be "tolerance to let risks happen."

The parents said they need to get more parents committed to "really wanting school reform and be willing to work for it" and become "bigger role models in education." They need to be on top of what kids are doing because "parents can catch kids' problems fastest." It's important that parents "make sure kids are free to discuss or negotiate together in learning." It was suggested that a mediator be found for "parents who don't know how to get change in schooling for their kids." The parents saw a real need for both mediation and negotiation skills in education. They felt that teachers ought to be given time and employee benefits for needed parent/teacher conferences. The responsibility of schools to teach a student "when he or she is ready to be taught" also was stressed by the parents. However, the parents disagreed about the value of too much emphasis on grades. Some parents argued that grades ought to be de-emphasized because it's "bad to give an F to someone who has mastered 65% of the material. That's not failure . . . A 3.5 GPA doesn't mean you know the material." On the other hand, another parent pointed out that there are some problems with de-emphasizing grades given current societal values. "Businesses will want to know what a potential employee's grades are . . . and hopefully, grades promote effort."

The media participants pointed out that the education bureaucracy is protective of what is going on in schools and, as a consequence, often "breeds overly protective, conservative schools." However, they pointed out that the "walls are beginning to come down . . . Businesses are getting involved in the schools by loaning executives to some of the schools."

VISIONS FOR THE FUTURE

When the focus group participants were asked who could cause them to get more involved in school reform and encourage more active learning in the classroom, participants in each of the focus groups responded unanimously -- "The students!" As one small town/rural teacher said, "Students are the ones who inspire me as a teacher." A staff participant commented -- "Students or kids are the ones who push the emotional buttons."

When asked to name one thing he would change, a teacher said he would like to have a "group of students who cared about learning history." And another commented that she would like to have "20 kids who come to class without having to go home to personal problems." A school board member said that "an attitude that all kids can learn must permeate the system." Staff participants wanted to "focus on what is learned rather than time spent on a subject" and assure that an education outcome is giving "each student self-confidence in his or her capabilities." Parents wanted more "individualized education" and "more one-on-one experiences." State legislators wanted the kind of education for their children that would be both challenging and enjoyable. They also wanted teachers to have enough flexibility to deal with "my" child, reasonable class sizes, an atmosphere where all students are treated with respect, parents involved in the local school and good pay for teachers.

GENERAL FINDINGS

In addition to the findings described above for each topic, three important perspectives permeated the discussions:

1. Almost every group felt somewhat isolated, left out of the "education" loop and even excluded.
2. Each group felt a certain sense of "powerlessness." The problems seemed bigger than they could address. Most expressed the attitude that "we know we should be doing more, but this is what they ought to be doing."
3. The groups did not clearly see how their possible actions fit together with those of others; the problems seemed too big to deal with.

CONCLUSIONS

The focus group led to three major conclusions:

1. The perceptions reinforced the importance of Re:Learning as a broad and comprehensive strategy that brings together multiple activities, people and views to fundamentally change the education system. There is broad agreement that schools need to be changed, but people realize neither they nor any other group or individual can do it alone. A strategy that requires people to come together around a common goal and all play a powerful role within that strategy appears essential for change.
2. The groups' perspectives reinforced how critical extensive and effective communications are. Terms and concepts are often interpreted very differently and much interaction is required to bring groups to a common understanding of ideas.
3. We found the process of using focus groups very valuable. It accomplished well our primary purpose of helping understand the views of a range of groups but it also served as a very effective and nonthreatening way to inform people about Re:Learning.

We strongly recommend that each state involved in or becoming involved in Re:Learning convene its own series of focus groups. The groups may be differently defined in each state. For example, a state may wish to have three groups defined as rural, urban and suburban. Some states are finding that people of different religious and political persuasions view the effort very differently. It would be valuable to convene groups that differ in these regards. Appendix B provides information on the format of the focus groups which could be adapted for use in a given state. Another point to bear in mind when selecting a person to set up the focus groups is that it is necessary to have a person who is well known and regarded in the state to be able to convince people that this is a worthwhile activity in which to engage.

APPENDIX A

WHAT IS RE:LEARNING?

Re:Learning is a major national effort to answer the call for redesigning the total school system. It is grounded in the belief that school redesign efforts must focus on the primary purpose of schooling — to help all students learn to use their minds well — and must include the total education system from schoolhouse to statehouse.

Re:Learning deliberately does not have finished models of the perfect redesigned system. Those must evolve from the hard work of committed students, teachers, administrators, policy makers and community members. Re:Learning seeks to stimulate and support redesign work at the school, district, state and national levels.

Re:Learning unites the Coalition of Essential Schools (CES) with the Education Commission of the States (ECS) to work with people in all parts of the education system to make this vision a reality. Re:Learning schools join the Coalition. The states and districts in which they are located agree to work with ECS on redefining policies and procedures to stimulate and support the schools' efforts.

A Re:Learning school agrees to work at the difficult task of adapting a set of nine common principles to its own unique situation. The principles were developed out of a five-year study of American high schools led by Theodore R.Sizer, Coalition chairman. (A full explanation of the principles can be found in the Coalition prospectus.) The experiences of some 50 Coalition schools over the last four years support the value of these principles as a framework for local school redesign.

The principles emphasize the student-as-worker, teacher-as-coach; simple but powerful student goals; personalization of instruction; teachers and principals determining pedagogy; and students demonstrating mastery through meaningful performance.

Re:Learning schools join Coalition schools in working to put these principles into practice. The school faculty must chose to participate as a Re:Learning school. Faculty members are then given time for extensive study, planning and visits to other schools, all in support of their work to redesign the school.

Each participating state has an in-state school coordinator who is trained and supported by the Coalition to assist Re:Learning schools and serve as a "critical friend." The coordinator organizes workshops, brings teachers from different disciplines together, troubleshoots with district and state officials and represents the group to the public.

District and state leaders in a Re:Learning state work on changes in administration and policy that respond to and support the work of the schools.

Some of the policy areas that might need to be changed include school and student assessment, teacher certification, resource allocation, management, leadership, graduation requirements and support systems for teachers and schools.

Re:Learning does not propose model policies for states. Just as the school principles must be worked out at each school to take full advantage of its unique characteristics, so, too, a

state's education policy must be worked out by those responsible in each state. In working toward redesigned policy and administrative practice, state and district leaders use principles that emphasize building a new vision and organizing the education system to incorporate instruction with a clear priority on learning, creating new working relationships, promoting continual learning, coherence, meaning and attention to the impact of change on the people involved.

In Re:Learning states, a cadre of highly respected people from all parts of the education system initiate the building of a shared vision of education. They help guide the systemic administrative and policy changes this vision implies. The cadre helps design a policy environment that reflects the changes in Coalition schools as well as reform efforts throughout the state education system. ECS provides assistance to the cadre.

A steering committee of state leaders focuses on actual policy changes and communications with the general public. This committee, again working with ECS, includes the governor, chief state school officer (CSSO), legislators, business and other leaders who work to promote policy changes developed by the cadre and to enlist the public support necessary for fundamental changes in the state's education system.

Participating states make a five-year commitment to Re:Learning. They agree to assure financial support for fundamental redesign of approximately 10 secondary schools following the Coalition's common principles. A typical amount for each school would be \$50,000 per year. A substantial part of the funds would be new or reallocated public dollars from the state and/or district. A portion could be raised from businesses or other private sources.

States also agree to hire an in-state school coordinator to assist the schools and connect with the Coalition and ECS. In addition, states establish a documentation and communication approach to determine adjustments that need to be made in the state's strategy.

The national component of Re:Learning supports the state-by-state and school-by-school changes. The national discussion on education purposes and reform has a major impact on the extent and quality of school redesign. Re:Learning participants contribute to the depth and quality of that discourse.

A national study of Re:Learning is planned. Accountability to the public at the school, state and national levels is vital.

The Coalition of Essential Schools, based at Brown University, is a school-based effort that advocates schools becoming places that better help students use their minds well. The National Association of Secondary School Principals and the National Association of Independent Schools sponsor the Coalition.

The Education Commission of the States is a nonprofit, nationwide interstate compact formed to help governors, state legislators, state education officials and others develop policies to improve education. Forty-nine states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members.

Six states — Arkansas, Delaware, Illinois, New Mexico, Pennsylvania and Rhode Island — joined Re:Learning. Others are joining as the effort continues.

APPENDIX B

FOCUS GROUP PROCESS AND ANTICIPATED OUTCOMES

This appendix contains the anticipated outcomes of each segment of the focus group sessions and the facilitation's general script in the session. Each session was one hour long and required a skilled facilitator to keep the discussion on track. Each facilitator modified the script as appropriate in the group.

The focus group sessions were video taped so that a 10 minute tape could be produced to provide people in Re:Learning a sense of the main perspectives of the groups. The participants sat around a table. A recorder used a flip chart to capture major points of the discussion.

Anticipated Outcomes and Suggested Script

After the participants introduce themselves for the camera, the facilitator will explain that we need their help in better communicating concepts surrounding education reform. (time limit -- 5 minutes)



OUTCOME 1:

We need to learn how different groups of people react to specific words and phrases used by the Re:Learning effort and if these words and phrases are effective in a positive way or have negative connotations.

ACTIVITY: (Time limit: 10 minutes)

Ask each participant to privately write down on a sheet of paper what their first reaction is to each of the following phrases or terms. Each of these phrases will be printed on a big card that you will hold up one after another, giving the participants time to respond to one before going on to the next.

- Student-as-worker and teacher-as-coach
- So students can learn to use their minds well
- At-risk youth
- System change
- Shared responsibility in learning
- Re:Learning

Take each phrase or term one at a time and go around the table. Ask each participant to share one or two things he/she wrote down as his/her first reaction to the phrases listed above.

ACTIVITY: (time limit: 5 minutes)

Explain to the participants that these phrases and terms relate to an ECS effort aimed at improving how students learn in our schools. To help them understand this effort, ask them to pair off and come up with one or two school activities that actively engage students in learning.

Give them 2 minutes. Then ask each participant to share one or two activities with the other participants. Quickly move around the table.

Explain that this is the type of learning that the ECS Re:Learning effort advocates.

OUTCOME 2:

We need to learn and better understand how different groups of people perceive effective education.

ACTIVITY: (time limit: 5 minutes)

Have the participants discuss the following questions:

- Do you believe it is important to have this kind of active, engaged learning taking place in our schools? If yes, why? If no, why?
 - Do you believe that all students would benefit from this kind of learning activity?
 - Do you believe there is enough of this kind of learning taking place in our schools? Why?
-

OUTCOME 3:

We need to learn what language or words the participants would use to describe effective education reform as advocated by the Re:Learning effort.

ACTIVITY: (time limit: 10 minutes)

Have the participants discuss the following question:

- If you were enrolling your child in a new school, how would you describe what you wanted for your child in order for him/her to have a good educational experience?
-

OUTCOME 4:

We need to learn what and who is "getting in the way" of improving the education system.

ACTIVITY: (time limit: 10 minutes)

Share with the participants that the kind of learning discussed in the previous activity only occurs 7-10% of the time in our schools.

Have the participants discuss the following questions:

- Why doesn't more of this kind of learning take place in our schools?
 - What prevents a teacher from initiating more of this kind of learning?
 - What could each of the participants do to cause more of this kind of learning to take place in the schools?
 - What should "other" people do to cause more of this kind of learning to take place in the schools?
-

OUTCOME 5:

We need to learn who or "what kind of messenger" could cause the participants to want to be a part of education reform and demand that their kids get "this kind" of education.

ACTIVITY: (time limit: 10 minutes)

Have the participants discuss the following questions:

- Who could make you want to be involved?
- What could someone say to make you want to be involved?
- Who do you listen to?
- What is the key message that person should deliver?

APPENDIX C

FOCUS GROUP PARTICIPANTS

The 13 focus groups consisted of people from each of the following special interests (listed in order of time convened):

- A. Business
- B. Hispanic
- C. African American
- D. School board members
- E. School administrators
- F. Teachers
- G. Native Americans
- H. Small town and rural citizens
- I. Students
- J. State legislators
- K. Gubernatorial/legislative/education reorganization staff
- L. Parents
- M. Media

The participants are listed alphabetically. The letter in parenthesis following the name indicates in which of the above groups the person participated.

Mr. James E. Abeyta (B)
Producer, Hispano Americano
Cable TV Series
American Cablevision
2190 East 104th Avenue
Thornton, Colorado 80229

Honorable Jeanne M. Adkins (J)
State Representative
5617 West Pinewood Drive
Parker, Colorado 80134

Honorable Bonnie Allison (J)
State Senator
2278 Ingalls Street
Edgewater, Colorado 80214

Ms. Cloette A. Amato (B)
President, Basic Services
P.O. Box 12008
Denver, Colorado 80212

Mr. John C. Amsparger (L)
14410 West Cedar Place
Golden, Colorado 80401

Honorable Sharon Bailey, Member (D)
Board of Education, Denver County
2701 Race Street
Denver, Colorado 80235

Mr. Joseph B. Baltazar (H)
714 Arapahoe Street
Fort Morgan, Colorado 80701

Ms. Vickie Bane (L)
10269 West Saratoga Place
Littleton, Colorado 80127

Ms. Kristine R. Barela (I)
2995 Glenwood Drive, Apt. 315
Boulder, Colorado 80302

Ms. Pamela Batchelor (I)
801 Pennsylvania Street, #404
Denver, Colorado 80203

Ms. Ann Beaver (G)
78 Sherman Street, #1
Denver, Colorado 80203

Ms. Phylliss J. Berti (L)
520 East 78th Place
Denver, Colorado 80229

Mr. Joe Beydler (F)
Horizon High School
515 Elliot Street
Longmont, Colorado 80501

Mr. Richard J. Bluhm (F)
7034 Dover Way
Arvada, Colorado 80004

Honorable Kirk P. Brady
President (D)
Board of Education, Jefferson County
1760 Glen Dale Drive
Lakewood, Colorado 80215

Mr. Frederick W. Brown (M)
Political Editor
The Denver Post
650 15th Street
Denver, Colorado 80202

Ms. Bonnie K. Cady (L)
1247 South Routt Way
Denver, Colorado 80226

Mr. James Caldwell (C)
5312 South Geneva Way
Englewood, Colorado 80111

Mr. John Castellano (A)
Attorney-at-Law
Holland & Hart
555-17th Street, Suite 2900
Denver, Colorado 80202

Ms. Gertie Chapin (H)
8244 Highway 144
Weldona, Colorado 80653

Mr. John L. Chingman (G)
Native American Ministry
3020 Lowell Boulevard
Denver, Colorado 80211

Ms. Patricia J. Deck (E)
Assistant Principal
Westlake Junior High School
2800 West 135th Avenue
Broomfield, Colorado 80020

Mr. Bill Diaz (H)
734 Lane Street
Fort Morgan, Colorado 80701

Mr. Boyd Dressler (K)
Office of the Governor
State Capitol, Room 124
Denver, Colorado 80203

Mr. Robert L. Eisenach (H)
14750 Road 16
Fort Morgan, Colorado 80701

Dr. Eric L. Eversley, Ed.D. (E)
Executive Director for Administration
Cherry Creek School District
4700 South Yosemite
Englewood, Colorado 80111

Honorable Jeanne Faatz, Chair (J)
House Education Committee
2903 South Quitman Street
Denver, Colorado 80236

Honorable John L. Fenlon (J)
State Senator
12469 East Harvard Drive
Aurora, Colorado 80014

Ms. Joy Fitzgerald (K)
Office of the Governor
136 State Capitol
Denver, Colorado 80203

Mr. Wilson Fitzpatrick (A)
Human Resources Manager
AT&T Information Systems
1200 West 120th Avenue
Denver, Colorado 80234

Ms. Anne K. Frazier (F)
Thornton High School
402 Illinois
Golden, Colorado 80403

Honorable Dennis J. Gallagher (J)
State Senator
2511 West 32nd Avenue
Denver, Colorado 80211

Mr. Ron Gallegos (B)
Director
Pre-Collegiate Development Program
University of Colorado
Campus Box 27
Boulder, Colorado 80309

Mr. Chris Garcia (I)
3464 East 115th Avenue
Thornton, Colorado 80233

Mrs. Delia Garcia (F)
Thornton Elementary
3464 East 115th Avenue
Thornton, Colorado 80233

Ms. Ledy R. Garcia-Eckstein (L)
1737 Glencoe
Denver, Colorado 80221

Ms. Virginia Grimm (G)
15521 East Cornell Avenue
Aurora, Colorado 80013

Honorable Regis F. Groff (J)
State Senator
2079 Albion Street
Denver, Colorado 80207

Mr. Richard Haley (H)
301 Walnut Street
Fort Morgan, Colorado 80701

Ms. Kerry Harris (L)
8994 West Cornell Place
Lakewood, Colorado 80227

Honorable Philip A. Hernandez (J)
State Representative
3841 Umatilla Street
Denver, Colorado 80211

Ms. Florence Hernandez-Ramos (M)
KUVO
P.O. Box 11111
Denver, Colorado 80211

Mr. Norbert S. Hill, Jr. (G)
Executive Director, AISES
14th Street, Suite 1506
Boulder, Colorado 80302

Ms. Kathy Furney Holland (K)
Senate Minority
Administrative Assistant
274 State Capitol
Denver, Colorado 80203

Mr. Fred Holmes (C)
2626 Monaco Parkway
Denver, Colorado 80207

Ms. Jean Hunt (G)
1200 Emerson, Unit 403
Denver, Colorado 80218

Dr. Christine Johnson (E)
Principal, Abraham Lincoln High School
1470 South Quebec Way, #282
Denver, Colorado 80231

Honorable Pieter H. Kallemeyn
Member (D)
Board of Education, Douglas County
2883 South Butte Circle
Sedalia, Colorado 80135

Honorable Karen Kaplan, Member (D)
Board of Education, Littleton
1295 W. Hinsdale Drive
Littleton, Colorado 80120

Mr. Larry G. Karsten (D)
10039 Dodge Drive
Northglenn, Colorado 80221

Ms. Susan Klein (A)
Training Program Manager
Colorado Alliance of Business
600 Grant, Suite 204
Denver, Colorado 80203

Honorable Wayne N. Knox (J)
State Representative
761 South Tejon Street
Denver, Colorado 80223

Ms. Harriet Crittenden Lamair (K)
Legislative Council, Room 029
State Capitol Building
Denver, Colorado 80218

Ms. Karen Layton (M)
KCNC-TV, Channel 4
1044 Lincoln Street
Denver, Colorado 80217

Ms. Glenda Swanson Lyle (C)
Planners Etc.
1722 Lafayette
Denver, Colorado 80218

Mr. Tom Maes (E)
Superintendent
Adams County District 1
591 East 80th Avenue
Denver, Colorado 80229

Mr. Richard Maes (B)
Valley Glass Co.
6271 North Washington Avenue
Denver, Colorado 80216

Mr. Juan T. Marsh (I)
4094 South Poplar Way
Denver, Colorado 80237

Honorable Bob Martinez (J)
State Senator
6462 E. 63rd Avenue
Commerce City, Colorado 80022

Ms. Darlene Martinez (A)
Deputy Director, Motor Vehicles
4698 South Lincoln
Denver, Colorado 80236

Ms. Catherine McCarty (A)
Vice President
Jefferson Bank & Trust
P.O. Box 15008
Lakewood, Colorado 80215

Ms. Carol H. McCotter, Member (D)
Board of Education, Denver
345 Lafayette Street
Denver, Colorado 80218

Mr. Dennis McDaniel (E)
Assistant to the Superintendent
591 East 80th Avenue
Denver, Colorado 80229

Honorable Aims McGuinness, President (D)
Board of Education, Littleton
1660 Lincoln Street
Denver, Colorado 80295

Honorable Alvin J. Meiklejohn (J)
Chair, Senate Education Committee
7540 Kline Drive
Arvada, Colorado 80005

Mr. Pete Mirelez (B)
President
Mirelez and Associates
7111 East 56th Avenue
Commerce City, Colorado 80022

Ms. Janice Vasquez Mirshab (B)
Governor's Job Training Office
1391 North Speer Boulevard, Suite 440
Denver, Colorado 80204

Mr. Kirk A. Mlinek (K)
Legislative Council, Room 023
State Capitol Building
Denver, Colorado 80203

Ms. Patricia A. Moore (B)
Office Manager
Senate District 24
7665 Hooker Street
Westminster, Colorado 80030

Ms. Julie A. Morris (F)
Jewell Elementary
3476 West 100th Drive
Westminster, Colorado 80030

Dr. Monte Moses (E)
Principal, Mark Twain Elementary
6901 South Franklin
Littleton, Colorado 80122

Lt. Colonel John W. Mosley (C)
U. S. Dept. of H&HS
Office of Civil Rights
1961 Stout Street, FOB #844
Denver, Colorado 80294

Dr. Lawrence J. Mosqueda (B)
Professor of Political Science
1515 Langridge Avenue
Olympia, Washington 98502

Mr. Steve Muller (K)
3340-15th Street
Boulder, Colorado 80304

Ms. Carmen O'Connor (I)
2678 Clermont Street
Denver, Colorado 80207

Mrs. Esther Nichols Palmer (L)
459 South Garfield Street
Denver, Colorado 80209

Ms. Josephina Perez (B)
1154 Kalamath
Denver, Colorado 80204

Ms. Sharon Powers (K)
House Minority Administrative Assistant
State Capitol, Room 271
Denver, Colorado 80203

Ms. Marge Price (A)
Director, Denver Office
Linton, Miels, Reisler and Cottone, Ltd.
410-17th Street, Suite 1345
Denver, Colorado 80202

Ms. Charleen K. Ramsey (H)
320 Meeker Street
Fort Morgan, Colorado 80701

Ms. Becky Riley (G)
7101 West Yale Avenue, #702
Denver, Colorado 80227

Ms. Patricia Barela Rivera (A)
President
PBR & Associates, Inc.
1667 Cole Boulevard, Suite 400
Golden, Colorado 80401

Mr. Raul Rodriguez (B)
Attorney-at-Law
1675 Broadway, Suite 1400
Denver, Colorado 80202

Dr. Gilbert D. Roman (B)
Regional Director
Office of Civil Rights
U.S. Dept. of Education
2328 South Gray
Lakewood, Colorado 80227

Ms. Dolly Romero (I)
2885 West Long Circle, Unit F
Littleton, Colorado 80120

Ms. Shawna M. Rooney (I)
785 Humboldt Street, #2
Denver, Colorado 80218

Mr. Lance Alan Ross (K)
Majority Administrative Assistant
State Senate
State Capitol
Denver, Colorado 80203

Mr. E. Michael Rosser (A)
United Mortgage Company
6855 South Havana Street
Englewood, Colorado 80112

Mr. Jay H. Rust (F)
Adams County District 12
10699 Melody Drive, Suite D
Northglenn, Colorado 80234

Mrs. Cynthia Baca Schlessinger (F)
Coronado Elementary
1164 East 132nd Way
Thomton, Colorado 80241

Ms. Annie R. Slaughter (C)
Administrative Manager
Transformative Management, Inc.
3050 Richard Allen Court
Denver, Colorado 80206

Honorable Joan E. Smith, Member (D)
Board of Education
Adams County District 50
8867 Vrain Street
Westminster, Colorado 80030

Dr. Sylvia M. Smith (E)
Principal
George Washington High School
3384 South Clinton Court
Denver, Colorado 80231

Mr. Henry L. Strauss (A)
4060 South Cherry Street
Englewood, Colorado 80110

Honorable Christine Sundberg, President (D)
Board of Education
Adams County District 12
782 West Glen Dale Drive
Lakewood, Colorado 80221

Honorable Betty V. Swenson (J)
State Representative
32 Princeton Court
Longmont, Colorado 80501

Mr. Ken Swiney (I)
1170 South Glencoe Street
Denver, Colorado 80222

Mr. Richard Tallbull (G)
1020 Hooker Street
Denver, Colorado 80204

Ms. Rosalie Tallbull (G)
Office of the Lt. Governor
130 State Capitol
Denver, Colorado 80203

Ms. Louella C. Tanguma (B)
2557 West 104th Circle
Westminster, Colorado 80234

Mr. Ronald J. Van Donselaar (H)
4 Juniper Court
Brush, Colorado 80723

Mr. Chris Veasey (C)
DPL Administrative Center
3840 York Street, Unit I
Denver, Colorado 80205

Ms. Clara Villarosa (C)
The Hue-man Experience
911-23rd Street
Denver, Colorado 80205

Ms. Venita Vinson (C)
District Director
Office of Congresswoman
Patricia Schroeder
1600 Emerson Street
Denver, Colorado 80218

Mr. Greg Wagers (H)
304 Walnut Street
Fort Morgan, Colorado 80701

Mr. Timothy R. Wagner (F)
Horizon High School
4313 Butler Circle
Boulder, Colorado 80303

Mr. William I. Weatherill (H)
35 McDonald Avenue
Brush, Colorado 80723

Ms. Donna Weber (H)
20020 County Road P
Fort Morgan, Colorado 80701

Ms. Mary Sharon Wells (K)
Director of Governmental Relations
Jefferson County Public Schools
1829 Denver West Drive, Bldg. 27
Golden, Colorado 80401

Mr. Tim Westerberg (E) P.O. Box 402
Franktown, Colorado 80110

Ms. Hazel J. Whitsett (C)
Executive Director
Northeast Women's Center
2247 Oneida
Denver, Colorado 80207

Mr. Chester Whye, Jr. (A)
Martin Marietta, Staff Engineer
19450 East 45th Avenue
Denver, Colorado 80249

Mr. E. Patrick Wiesner (A)
President
Colorado Business Magazine
5951 South Middlefield Road, Suite 204
Littleton, Colorado 80123

Mr. Robert M. Willsey (E)
Principal, Thornton High School
9351 Washington Street
Thornton, Colorado 80229

Honorable Robert G. Wilson, Member (D)
Board of Education, Cherry Creek
5620 East Amherst Avenue
Denver, Colorado 80222